DOCUMENT RESUME

ED 425 236 UD 032 648

TITLE Volunteers To Help Teachers and Schools Address Barriers to Learning. A Technical Aid Packet.

INSTITUTION California Univ., Los Angeles. Center for Mental Health Schools.

SPONS AGENCY Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.

PUB DATE 1998-00-00

NOTE 56p.

PUB TYPE Collected Works - General (020) -- Guides - Non-Classroom (055)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Elementary Secondary Education; Learning; Program Evaluation; Program Implementation; Resource Materials; *School Aides; Technical Assistance; Training; *Volunteers

ABSTRACT

This technical aid packet consists of four sections. The introduction, "Why Use Volunteers," concedes that volunteers are not the answer to the fact that schools have too few resources to do the big jobs they face, but it argues that volunteers can play an important role in helping schools do much more to address barriers to learning. The second section, "Implementing Volunteer Programs in Schools," presents the following: (1) "Overview"; (2) "How To Start a Program"; (3) "Coordinators' Functions"; (4) "How To Recruit, Screen, and Train Volunteers"; (5) "Using Volunteers Effectively (in many roles)"; and (6) "Evaluating the Program: Feedback and Appreciation." A section on "Resource Aids" includes sample surveys and volunteer sheets for resource mapping, recruitment flyers, welcoming, orientation, training, appreciation, and evaluating. The final section, "Other Resources," contains a list of 13 annotated references, a list of 8 Internet and organization resources, examples of 3 model programs, and a sample digest from the Educational Resources Information Center titled "Senior Citizens as School Volunteers." (SLD)

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*From the Center's Clearinghouse ...**

A Technical Aid Packet on

Volunteers to Help Teachers and Schools Address Barriers to Learning

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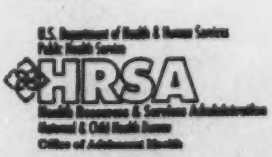
* The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Los Angeles, CA 90095-1563 -- Phone: (310) 825-3634.

Support comes in part from the Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health.



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UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS*

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, our center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

MISSION: *To improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.*

Through collaboration, the center will

- enhance practitioner roles, functions and competence
- interface with systemic reform movements to strengthen mental health in schools
- assist localities in building and maintaining their own infrastructure for training, support, and continuing education that fosters integration of mental health in schools

Consultation Cadre *Clearinghouse*

Newsletter *National & Regional Meetings*

Electronic Networking

Guidebooks *Policy Analyses*

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*In 1996, two national training and technical assistance centers focused on mental health in schools were established with partial support from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health. As indicated, one center is located at UCLA; the other is at the University of Maryland at Baltimore and can be contacted toll free at 1-(888) 706-0980.

(1/98)

What is the Center's Clearinghouse?

The scope of the Center's Clearinghouse reflects the School Mental Health Project's mission -- to enhance the ability of schools and their surrounding communities to address mental health and psychosocial barriers to student learning and promote healthy development. Those of you working so hard to address these concerns need ready access to resource materials. The Center's Clearinghouse is your link to specialized resources, materials, and information. The staff supplements, compiles, and disseminates resources on topics fundamental to our mission. As we identify what is available across the country, we are building systems to connect you with a wide variety of resources. Whether your focus is on an individual, a family, a classroom, a school, or a school system, we intend to be of service to you. Our evolving catalogue is available on request; eventually it will be accessible electronically over the Internet.

What kinds of resources, materials, and information are available?

We can provide or direct you to a variety of resources, materials, and information that we have categorized under three areas of concern:

- Specific psychosocial problems
- Programs and processes
- System and policy concerns

Among the various ways we package resources are our *Introductory Packets, Resource Aid Packets, special reports, guidebooks*, and *continuing education units.* These encompass overview discussions of major topics, descriptions of model programs, references to publications, access information to other relevant centers, organizations, advocacy groups, and Internet links, and specific tools that can guide and assist with training activity and student/family interventions (such as outlines, checklists, instruments, and other resources that can be copied and used as information handouts and aids for practice).

Accessing the Clearinghouse

- E-mail us at **smhp@ucla.edu**
- FAX us at (310) 206-8716
- Phone (310) 825-3634
- Write School Mental Health Project/Center for Mental Health in Schools, Dept. of Psychology, Los Angeles, CA 90095-1563

Check out recent additions to the Clearinghouse on our Web site
http://smhp.psych.ucla.edu

All materials from the Center's Clearinghouse are available for a minimal fee to cover the cost of copying, handling, and postage. Eventually, we plan to have some of this material and other Clearinghouse documents available, at no-cost, on-line for those with Internet access.

If you know of something we should have in the clearinghouse, let us know.

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Volunteers to Help Teachers and Schools Address Barriers to Learning

Contents

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- C. Examples of Model Programs
- D. A Sample Eric Digest: Senior Citizens as School Volunteers

"The children were able to feel special. They were able to work on a project or skill longer than normal."
-- Teacher

"Added assistance to those children who needed more help."
-- Teacher

"The general overall experience has been great! I had a lot of fun and I learned a lot about teaching and kids."
-- Volunteer

"Children looked forward to them coming. (They) assisted with small groups and one-on-one tutoring . . . relieved some of the pressure with the (targeted) students."
-- Teacher

"Showed me that I work well and enjoy working with children."
-- Volunteer

"The three (targeted) children were each given individual attention. This allowed me to spend more time with the rest of the class."
-- Teacher

"Very much of a stress reducer to be able to know the "slow" learners would get additional help."
-- Teacher

"I really enjoyed working with these students. It was my first experience with non-English speaking children and I'm sure if I become an elementary teacher that I will encounter many more."
-- Volunteer

"It helps to provide the individual help for the target children and makes it possible to do more effective activities because there is more help and supervision."
-- Teacher

"An extra adult to give one-on-one assistance to the children who have a variety of problems."
-- Teacher

"Working with a student and seeing the difference I could make."
-- Volunteer

"As a result of this extra attention, several students improved and unmotivated students began to show interest." -- Teacher

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Introductory Perspective:

Why Use Volunteers?

Everyone knows that schools have a big job to do and too few resources with which to accomplish the work. Volunteers are not the answer to this complex problem. But they can play a role in helping schools do much more with respect to addressing barriers to learning.

From the front office to the classroom to the outside campus, before school, after school, and on weekends -- volunteers can assist with a wide range of activities. And in doing so, they can ease the burden on staff, improve the lot of students and their families, and reap a host of benefits to themselves (Bilodeau, Holden, Pickard; & Seel, 1994; Michael, 1990; Munn, McAlpine, & Taylor, 1989; Solo, 1992).

Schools have always had volunteer help. However, volunteer recruitment and training usually is not approached as a major programmatic concern at school sites. This is unfortunate because, with relatively little expense, volunteers can (a) become the backbone of a school's welcoming and social support activities for newcomers, (b) assist with designated students in classrooms to minimize disruptions and facilitate positive performance, (c) help staff with before and after school recreational, enrichment, and tutorial programs, and (d) provide general assistance to staff related to the countless everyday tasks that must be done (see Exhibit).

With the renewed interest in "volunteerism" and "service learning," schools have a wonderful opportunity to capitalize on what will be an increasing pool of talent. The key to doing so effectively is to make the ongoing recruitment, training, and daily maintenance of a volunteer force part of a school's everyday agenda.

Exhibit

Examples of the Many Ways Volunteers Can Help at a School

I. Welcoming and Social Support

A. In the Front Office
1. Greeting and welcoming
2. Providing information to those who come to the front desk
3. Escorting guests, new students/families to destinations on the campus
4. Orienting newcomers

B. Staffing a Welcoming Club
1. Connecting newly arrived parents with peer buddies
2. Helping develop orientation and other information resources for newcomers
3. Helping establish newcomer support groups

II. Working with Designated Students in the Classroom

A. Helping to orient new students

B. Engaging disinterested, distracted, and distracting students

C. Providing personal guidance and support for specific students in class to help them stay focused and engaged

III. Providing Additional Opportunities and Support in Class and on the Campus as a Whole

Helping develop and staff additional

A. Recreational activity

B. Enrichment activity

C. Tutoring

D. Mentoring

IV. Helping Enhance the Positive Climate Throughout the School -- including Assisting with "Chores"

A. Assisting with Supervision in Class and Throughout the Campus

B. Contributing to Campus "Beautification"

C. Helping to Get Materials Ready

Volunteers Helping with Targeted Students

Every teacher has had the experience of planning a wonderful lesson and having the class disrupted by one or two unengaged students. Properly trained volunteers are a great help in minimizing such disruptions and reengaging an errant student. When a teacher has trained a volunteer to focus on designated students, the volunteer knows to watch for and move quickly at the first indication that the student needs special guidance and support. The strategy involves the volunteer going to sit next to the student and quietly trying to reengage the youngster. If necessary, the volunteer can take the student to a quiet area in the classroom and initiate another type of activity or even go out for a brief walk and talk if this is feasible. None of this is a matter of rewarding the student for bad behavior. Rather, it is a strategy for avoiding the tragedy of disrupting the whole class while the teacher reprimands the culprit and in the process increases that student's negative attitudes toward teaching and school. This use of a volunteer allows the teacher to continue teaching, and as soon as time permits, it makes it possible for the teacher to explore with the student ways to make the classroom a mutually satisfying place to be. Moreover, by handling the matter in this way, the teacher is likely to find the student more receptive to discussing things than if the usual "logical consequences" have been administered (e.g., loss of privileges, sending the student to time-out or to the assistant principal).

II. STEPS TO IMPLEMENTING VOLUNTEER PROGRAMS IN SCHOOLS

A. OVERVIEW

- School volunteer programs are designed to enable teachers to individualize instruction, free other school personnel to meet students' needs more effectively, broaden students' experiences through interaction with volunteers, strengthen school-community understanding and relations, and enrich the lives of volunteers.
- A volunteer coordinator plays a key role in recruitment and assists with training and supervision.
- Volunteers are recruited and can be most integral when working under the direction of the classroom teacher, or with the front office staff, spending 3-5 hours per week.

Volunteers can be used in many ways:

In the classroom

In welcoming

In enrichment and recreation programs

In enhancing a positive climate

- The primary focus of volunteer activity is to establish a supportive relationship with students who are having trouble adjusting to school.
- Volunteers help students on a one to one basis or in small groups. Group interactions are especially important in enhancing a student's cooperative interactions with peers. One to one work is often needed to develop a positive relationship with a particularly aggressive or withdrawn student and in fostering successful task completion with a student easily distracted by peers.
- The help is intended to enhance a student's motivation and skills and, at the very least, to counter negative effects that arise when a student has difficulty adjusting to school.

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B. HOW TO START THE PROGRAM

- As the lead for volunteer development, meet with the leadership team (e.g., Assistant Principal, Drop-out Prevention Coordinator, Title I Coordinator) to let them know of your intentions and to find out what support might be available from the district and at your school to help you recruit, train, and supervise volunteers. Also, clarify district policies about the use of volunteers.

- Let the rest of the school staff know about your plans; others may want to participate, and this could strengthen your efforts.

- Recruit one or more volunteers (e.g., parents, persons from the community, college students) who are willing to work with you as coordinators for this program. They will play a key role in recruiting, selecting, and training other volunteers. In seeking coordinators, let the parents of students in your class (and, if necessary, others in the school -- including the PTA), know about your plans and ask for their help.

- As soon as coordinators have been recruited, have them read selected materials from this packet so that a common vision and plan can be developed.

- Work with your coordinators for several weeks to develop a clear understanding of their functions (see following section) and develop a specific plan of action for the next month. Also, choose a name for your activity; the name should be one that will help give project visibility as an aid to recruitment efforts and will allow volunteers to feel they are part of something special.

- Begin volunteer recruitment (see flyers in Section III.A).

C. COORDINATORS' FUNCTIONS

The following list of functions is not meant to be prescriptive or exhaustive.

- The overriding responsibility of a coordinator is to understand what is involved in making the program work and to take initiative in working with the teacher(s) and staff to ensure necessary steps are taken. Specifically, the coordinator takes the lead in recruitment of volunteers (e.g., identifies and calls sources, prepares letters and flyers, talks to interested groups, signs ups interested persons). The coordinator may be someone who volunteers at the school.

- Initially, volunteer recruitment will take about 6 hours per week. Once an adequate Pool is recruited, it is important to continue to devote 1- 2 hours a week to recruitment activity in order to find replacements for volunteers who cannot stay throughout the school year.

- The coordinator helps to place (i.e., match) volunteers with teachers and staff. Based on mutual needs, the coordinator schedules volunteers in various settings and provides initial orientation.

- The coordinator assists in providing volunteers with additional training opportunities, support, and guidance. Trouble-shooting and monitoring helps to produce mutually beneficial experiences..

D. HOW TO RECRUIT, SCREEN, AND TRAIN VOLUNTEERS

RECRUITMENT

- To make the effort worthwhile, recruit a *minimum* of 9 hours of volunteer time per week (e.g., 3 volunteers each giving three hours a week).

- Sources include:

  1. *Parent Volunteers*
     Because of their special interest and proximity, recruiting parents may be the best place to begin.

  2. *Student Volunteers*
     In many locales, student volunteers will be a good source, especially those from local colleges, universities, occupational centers, etc. In addition, some high school students can be recruited (e.g., from private prep schools, classes for pregnant teenagers, continuation schools).

  3. *Community Volunteers*
     Subsequently, recruitment can focus on expanding to community volunteer organizations and to senior citizen groups.

- The general steps used are:

  1. *Identification of specific sources of volunteers*
     Ask individuals who are familiar with local resources and look through reference materials -- including local phone directories.

  2. *Initial calls to determine programs and persons who may provide access to potential volunteers*
     e.g., check with the school principal for names of the PTA president and other parent leaders; get names of university/college faculty who teach courses involving a practicum (e.g., contact Departments of Education, Psychology, Social Work, and Child Development Programs, as well as field work offices); call high schools, continuation schools, occupational programs for names of counselors, principals, and teachers; call association for retired citizens.

  3. *Calls to specific offices and persons to explain the project, as well as the opportunity for volunteer participation*

  4. *Sending written information -- including flyers to be posted*

  5. *Sending out volunteer coordinators to provide additional information*
     If possible, presentations should be made directly to potential volunteers (e.g., during classes or special meetings).

  6. *Ongoing, regular contact by volunteer coordinators*
     For example, to keep high visibility, the volunteer coordinators should continue to post flyers and make presentations.

SCREENING AND PLACEMENT

- Screening: Brief interviews can be conducted to explain the program and to determine whether the volunteer understands and is willing to commit him or herself to the time and goals of the endeavor. Information about previous experience and career interests also help to identify the best applicants. (See Resource Aids Section for a sample Volunteer Information Sheet.)

- Placement: If more than one teacher or staff member is participating in the program, placement involves making judgments about how well a volunteer's interests and experiences match with a specific classroom teacher and population.

IDENTIFYING CHILDREN AT RISK

- Extensive assessment is not necessary to identify a group of students who are having trouble adjusting to school, as every classroom teacher has several students whom (s)he is greatly concerned about.

- To be certain that some students who are having adjustment problems (e.g., the quiet ones) are not ignored, it is well to begin by listing a range of students who are of concern and then narrow the list down to three who are of greatest concern.

- For example,

  1. Start by listing up to three students who might fit into each of the following five categories (if no student fits under a particular category, leave it blank):

  aggressive: _____
  shy: _____
  underachieving: _____
  overactive: _____
  unmotivated: _____

  2. List any other students who are of concern but do not fall into the above categories:

  _____

  3. Of the students listed above, circle the three who are of greatest concern at this time.

  4. This process of identifying three students can be repeated periodically (e.g., every 2 months). This will ensure that volunteers spend time with students in greatest need.

TRAINING

- Obviously, the intent of initial training and ongoing supervision is not to develop professional level competence. The aim is to develop awareness and skills appropriate to paraprofessional functioning. Volunteers must already have at least a minimal level of competence. Additional skills can be learned at the initial orientation and during *on the job* supervision.

- Volunteers who are relatively inexperienced can start off with students who are relatively easy to relate to. Such volunteers should be given a high degree of supervisory support over the first few weeks of participation.

- Training and supervisory activities are designed to: clarify the program's rational and procedures; facilitate awareness of models for conceptualizing child learning and development, teaching, and the causes and correction of learning and behavior problems; facilitate acquisition of basic interventions skills; prepare the volunteer to work effectively with the teacher; transition the volunteer into the classroom; and provide ongoing support related to performance as a volunteer (e.g., improve knowledge, skills, attitudes; deal with performance anxiety).

- With respect to understanding student problems, the emphasis should be on prevailing views of the causes and correction of behavior and learning problems. Particular stress should be placed on understanding group (cultural, ethnic) and individual differences. With respect to fundamental intervention skills and attitudes, the emphasis should be on basic interactional techniques and concerns (e.g., communication skills including active listening, responsiveness, establishing and maintaining working relationships with students; techniques for dealing with adjustment, psychosocial, and learning problems; ethical and legal concerns).

- The training process also allows for further screening of individuals who might prove to be ineffective volunteers. If necessary, volunteers can be tested on their mastery of material using criterion referenced measures.

THE TRAINING PROCESS

***Initial Orientation*:** A general orientation for volunteers can be provided in group sessions when feasible or on a one-to-one basis. Such initial training involves approximately 2 hours. To save time a videotaped presentation may be used. Volunteers often are willing to do some brief assigned reading. If time allows, some role playing can help volunteers anticipate students' reactions. The focus of initial training is on clarifying: (a) the role of the volunteer, (b) general expectations of school staff regarding volunteer performance and demeanor, (c) other specific program requirements, and (d) introduction into the assigned school and classroom. Each participating classroom teacher will have specific orientation concerns.

Supervision: Supervision is provided daily by classroom teachers, and on a regular, as needed, basis by volunteer coordinators. This supervision takes the form of general discussions of daily events, problems, and specific students, as well as feedback regarding the volunteer's performance. In addition, a weekly supervision group can be provided for all who want to augment their learning; this group can be led by the teacher and/or volunteer coordinator or even by special resource professional such as a school psychologist, school social worker, or special education teacher. In all supervisory contacts, special emphasis is given to the two major topical themes guiding volunteer supervision and training activity: (a) building working relationships, and (b) problem-solving steps and strategies.
(See Resource Aid Section on Training)

Training Workshops: If feasible, periodic training workshops are worth considering to discuss volunteer experiences and to place such experiences in the context of the two major training themes. The workshop process includes sharing, discussion, lecture material, and handouts covering content relevant to the training themes.

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E. USING VOLUNTEERS EFFECTIVELY
(In the Classroom Setting)

- The majority of people who seek out the opportunity to volunteer at school are ready, willing, and able to get into the classroom and interact well with students. These individuals are *naturals*.

  All they need is a clear orientation about what is expected, as well as ongoing supervision designed to help them learn to be increasingly effective in working collaboratively with teachers and dealing with problems.

- There are some volunteers who are not naturals. Many of these individuals can learn rapidly and be extremely helpful with just a bit of investment of time and effort. The following are some guidelines that may help to avoid losing or prematurely giving up on a potentially valuable volunteer resource.

  1. Take some time to appreciate what a volunteer can do.
  In some cases, it takes a while to see the positive qualities a volunteer can bring to the classroom. Try to work with a volunteer for a few weeks before deciding what (s)he is or isn't able to do.

  2. Watch for the need to re-clarify points made during the initial orientation.
  Volunteers have a lot they are trying to learn and remember when they first start. If they are not following-through on points made during the initial orientation, it may be that they didn't assimilate the information.

  3. Initially, some volunteers will need to spend more time observing than working with students.
  It usually does not take long before most of them will be comfortable with the students and class routines.

  4. Initially, some volunteers (like some students) need a little more support and direction than others.
  At first, they may need to be told specifically what to do during the class. After they have a little experience and with a little encouragement, they can be expected to show greater initiative.

  5. All volunteers need to know the teacher's plan for helping a particular student and to feel they can play a positive role in carrying out that plan. It is important for them to feel they are part of the teaching team.
  Volunteers who do not understand a teacher's plans tend to get confused and upset, particularly when the teacher must deal with the misbehavior of a student the volunteer is helping. Clarifying the plan and even including a volunteer in planning helps them to feel they are working collaboratively with the teacher.

  6. Volunteers need a maximum of positive feedback and a minimum of evaluative criticism.
  Although they may not be clear about what specifically they are doing wrong, most volunteers are aware that they are not well-trained to work with students. Thus, they tend to interpret the lack of positive feedback from the teacher as an indication that they are not doing very well and often interpret relatively mild negative feedback as severe criticism. Volunteers respond well to daily appreciations; in place of critiques, what seems to work best are comments from the teacher that recognize how hard it is for even trained professionals to deal with some problems -- along with suggestions about what to try next.

- Despite the best of intentions on everyone's part, some volunteers do not work well with students who are having trouble adjusting to school. If a volunteer continues to demonstrate an inability to work appropriately with such students, (s)he may be willing to help with other students (e.g., those who are doing well at school) or with tasks that do not involve interacting with students (e.g., preparing and organizing materials).

- Obviously, if a volunteer is completely inept, there is little point in keeping him or her on, and steps should be taken to kindly redirect their good intentions.

F. EVALUATING THE PROGRAM: FEEDBACK AND APPRECIATION

- There are basically two reasons for evaluating the volunteer program:

  1. To decide whether having volunteers is effective

  and if so,

  2. To determine whether the volunteers are satisfied with their experience (and therefore likely to continue volunteering and/or recommend that others do so).

- The intent here is not to propose a comprehensive evaluation of these matters. Rather, the idea is to encourage gathering some data that can help you determine if the program is going in the right direction and, if not, what to do about it.

ARE VOLUNTEERS EFFECTIVE?

- Any teacher who continues to use volunteers does so because (s)he finds them helpful. In one sense, that's all the evaluation that is necessary to justify continued use of volunteers (assuming that the volunteer program is inexpensive to run).

- However, because volunteers are helping students who are having trouble adjusting to school, it is helpful to have at least some data on the progress of the students identified as needing help.

- Periodic ratings of student progress can be provided independently by volunteers and the classroom teacher. If feasible, similar ratings might be made by parents and even by the students themselves.

ARE VOLUNTEERS SATISFIED?

- Give volunteers regular opportunities to formally rate their level of satisfaction.

- In addition, it is well to get an indication of:

  1. What aspects of the experience have been most positive,

  2. What problems and concerns have arisen, and

  3. What recommendations they have for improving the volunteer experience.

III. RESOURCE AIDS

A. RESOURCE MAPPING: A SURVEY OF PROGRAM STATUS

Volunteer programs have a program context. They are one facet of efforts to outreach to the community for involvement in and support of a school's efforts. This survey is one of a set available from the Center for Mental Health in Schools at UCLA. The entire set provides tools for mapping all of a school's efforts to address barriers to student learning.

Community Outreach for Involvement and Support (including Volunteers)

The emphasis here is on outreaching to the community to build linkages and collaborations, develop greater involvement in schooling, and enhance support for efforts to enable learning. Outreach is made to (a) public and private community agencies, universities, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations, and clubs. If a Familv/Parent/ Community Center facility has been established at the site, it can be a context for some of this activity. Anticipated outcomes include measures of enhanced community participation and student progress, as well as a general enhancement of the quality of life in the community.

Please indicate all items that apply.

A. With respect to programs to recruit community involvement and support	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. From which of the following sources are participants recruited?				
a. public community agencies, organizations, and facilities	___	___	___	___
b. private community agencies, organizations, and facilities	___	___	___	___
c. business sector	___	___	___	___
d. professional organizations and groups	___	___	___	___
e. volunteer service programs, organizations, and clubs	___	___	___	___
f. universities and colleges	___	___	___	___
g. other (specify) _____	___	___	___	___
2. Indicate current types of community involvement at the school				
a. mentoring for students families	___	___	___	___
b. volunteer functions	___	___	___	___
c. a community resource pool that provides expertise as requested, such as				
artists	___	___	___	___
musicians	___	___	___	___
librarians	___	___	___	___
health and safety programs	___	___	___	___
other (specify) _____	___	___	___	___

Community Outreach for Involvement and Support (including Volunteers) [cont.]

	Yes	Yes but more of this is needed	No	If no, is this something you want?
d. formal agency and program linkages that result in community				
health and social services providers coming to the site	___	___	___	___
after school programs coming to the site services and	___	___	___	___
programs providing direct access to referrals from the site	___	___	___	___
other (specify) _____	___	___	___	___
e. formal partnership arrangements that involve community agents in				
school governance	___	___	___	___
advocacy for the school	___	___	___	___
advisory functions	___	___	___	___
program planning	___	___	___	___
fund raising	___	___	___	___
sponsoring activity (e.g., adopt-a-school partners)	___	___	___	___
creating awards and incentives	___	___	___	___
creating jobs	___	___	___	___
other (specify) _____	___	___	___	___

B. With specific respect to volunteers

1. What types of volunteers are used at the site?

a. nonprofessionals	___	___	___	___
parents	___	___	___	___
college students	___	___	___	___
senior citizens	___	___	___	___
business people	___	___	___	___
peer and cross age tutors	___	___	___	___
peer and cross age counselors	___	___	___	___
paraprofessionals	___	___	___	___
b. professionals-in-training (specify)_____	___	___	___	___
c. professionals (pro bono) (specify)_____	___	___	___	___
d. other (specify) _____	___	___	___	___

2. Who do volunteers assist?

a. administrators	___	___	___	___
b. assist teachers	___	___	___	___
c. assist other staff	___	___	___	___
d. others (specify) _____	___	___	___	___

Community Outreach for Involvement and Support (including Volunteers) [cont.]

3. In which of the following ways do volunteers participate?	Yes	Yes but more of this is needed	No	If no, is this something you want?
a. providing general classroom assistance	___	___	___	___
b. assisting with targeted students	___	___	___	___
c. assisting after school	___	___	___	___
d. providing special tutoring	___	___	___	___
e. helping students with attention problems	___	___	___	___
f. helping with bilingual students	___	___	___	___
g. helping address other diversity matters	___	___	___	___
I helping in the cafeteria	___	___	___	___
j. helping in the library	___	___	___	___
k. helping in computer lab	___	___	___	___
1. helping on class trips	___	___	___	___
m. helping with homework helplines	___	___	___	___
n. working in the front office	___	___	___	___
o. helping welcome visitors	___	___	___	___
p. helping welcome new enrollees and their families	___	___	___	___
q. phoning home about absences	___	___	___	___
r. outreaching to the home	___	___	___	___
s. acting as mentors or advocates for students, families, staff	___	___	___	___
t. assisting with school up-keep and beautification efforts	___	___	___	___
u. helping enhance public support by increasing political awareness about the contributions and needs of the school	___	___	___	___
v. other (specify) _____	___	___	___	___
4. Are there systems and programs specifically designed to				
a. recruit -volunteers?	___	___	___	___
b. train volunteers?	___	___	___	___
c. screen volunteers?	___	___	___	___
d. maintain volunteers?	___	___	___	___
C. Which of the following are used to enhance school involvement of hard to involve students and families (including truants and dropouts and families who have little regular contact with the school)?				
1. home visits to assess and plan ways to overcome barriers to				
a. student attendance	___	___	___	___
b. family involvement in schooling	___	___	___	___
2. support networks connecting hard to involve				
a. students with peers and mentors	___	___	___	___
b. families with peers and mentors	___	___	___	___
3. special incentives for				
a. students	___	___	___	___
b. families	___	___	___	___
4. Other (specify) _____	___	___	___	___

Community Outreach for Involvement and Support (including Volunteers) [cont.]

	Yes	Yes but more of this is needed	No	If no, is this something you want?
D. Which of the following are used to enhance community-school connections and sense of community?				
1. orientations and open houses for				
a. newly arriving students	___	___	___	___
b. newly arriving families	___	___	___	___
c. new staff	___	___	___	___
2. student performances for the community	___	___	___	___
3. school sponsored				
a. cultural and sports events for the community	___	___	___	___
b. community festivals and celebrations	___	___	___	___
c. topical workshops and discussion groups	___	___	___	___
d. health fairs	___	___	___	___
e. family preservation fairs	___	___	___	___
f. work fairs	___	___	___	___
4. Other? (specify) _____	___	___	___	___
E. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Community Outreach/Volunteer?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs?	___	___	___	___
3. Other? (specify) _____	___	___	___	___
F. Which of the following topics are covered in educating stakeholders?				
1. understanding the local community -- culture, needs, resources	___	___	___	___
2. how to recruit, train, and retain volunteers				
a. in general	___	___	___	___
b. for special roles	___	___	___	___
3. how to move toward collaborations with community resources	___	___	___	___
4. how to outreach to hard-to-involve students and families	___	___	___	___
5. other (specify) _____	___	___	___	___

Community Outreach for Involvement and Support (including Volunteers) [cont.]

G. Please indicate below any other ways that are used with respect to community outreach/ volunteer programs.

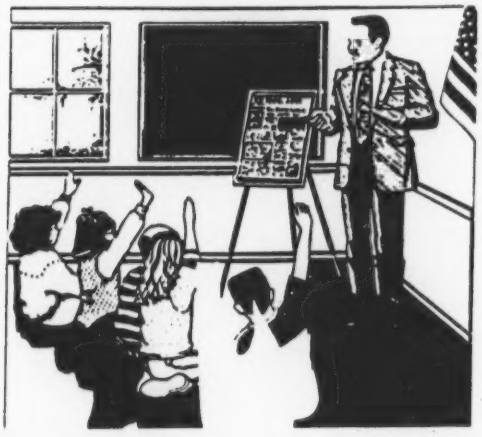
H. Please indicate below other things you want the school to do with respect to community outreach/volunteer programs.

B. RECRUITMENT FLYERS

This section includes:

1. A general recruitment flyer
2. A flyer to recruit parent volunteers
3. A Spanish-language version of the parent flyer

VOLUNTEER



in the schools

THE PROBLEM:

- ***Kids are dropping out of schools at alarming rates***

WHAT CAN BE DONE?

- ***Early intervention is the key!!***
- ***Classroom volunteers help young children feel better about themselves and about school by being a special friend***

CAN YOU HELP?

- ***Just spend 3 hours a week in a classroom being a buddy to little ones. No experience necessary; we provide training!***

WHY VOLUNTEER?

- ***Because these kids need you!***
- ***Because the experience can benefit you by providing:***
  - ***Course credit***
  - ***Career experience***
  - ***Personal satisfaction!!***

CALL: _____

To say you are interested in volunteering with the: _____

LITTLE KIDS ARE WAITING FOR YOU!!!

Thank You

PARENTS -- VOLUNTEER

DO YOU HAVE A FEW HOURS TO HELP

KINDERGARTEN & FIRST GRADERS

GET OFF TO A GOOD START?

Under supervision, you can volunteer in the morning or afternoon to work with students who need a little extra help, support, and direction.

IF YOU ARE INTERSTED

CALL:

FOR MORE INFORMATION

Thank You!!

PADRES DE FAMILIA

OUREMOS VOLUNTARIOS PARA TRES HORAS
A LA SEMANA EN LAS CLASES
DE KINDER Y PRIMER GRADO.

Ayuda a los ninos que necesitan un poco de tiempo especial, apoyo, y atencion personal para tener exito en la escuela.

SI QUIERE ASISTIRNOS, LIAMA A:

Gracias!!

C. WELCOMING, ORIENTATION, & TRAINING

This section includes:

1. Sample Volunteer Information Sheet
2. Sample Volunteer Assignment Sheet
3. "Welcome" Sheet
4. Materials to Aid in Building Working Relationships
    a. Being an Effective Volunteer
    b. Beginning the Adult/Child Relationship & Building Rapport and Connection
    c. Working Against Producing Dependency
    d. Getting Off to a Good Start & Problem-Solving
    e. Exercise in Differentiating Descriptions and Judgements.

Volunteer Information Sheet

Name_____ Date_____

Address_____ City_____ Zip _____

Phone _____ Sex: ( ) Female ( ) Male Birth date:_____

Race and/or Ethnic Origin:
( ) White (Not of Hispanic Origin) ( ) Black (Not of Hispanic Origin)
( ) Hispanic ( ) Asian/Pacific Islander
( ) American Indian/Alaskan Native ( ) Filipino
( ) Other_____

Highest Grade in school attended :_____

Born in U.S. ( )Yes ( ) No
If no, place of birth:_____ Length of time in U.S. _____yrs.
Other Languages spoken at home? _____

How many hours per week will you be volunteering ? 3 4 5 6 7 8 9 10 10+

Please indicate your reason for volunteering?
( ) Course related: Name of School _____ ( ) Pre job experience
( ) Other (specify)_____ ( ) Like to volunteer

How did you hear about this program?_____

Have you worked with young children before? ( ) Yes ( ) No
If yes, in what capacity?
( ) Your own children ( ) As part of a program (specify) _____

_____

What did you do? (e.g., parenting, child care, arts and crafts, recreation, tutoring)
_____
_____

Approximate length of experience:
( ) Under 6 months ( ) 7 months to 1 year ( ) 1-2 years ( ) More than 2 years

What are you current vocational goals? _____
_____

How likely is it you will seek a job working with children in the future?

Not at all	Not much	Only a little bit	More than a little bit	Quite a bit	very much

How strongly do you feel that a job working with children in the future would be right for you?

Not at all	Not much	Only a little bit	More than a little bit	Quite a bit	very much

Volunteer Assignment and Agreement

Thank you for you interest. We are pleased to accept you as a volunteer and have assigned you to:

School_____ Telephone_____

Address_____ Contact Person_____

Teacher_____ Grade Level____ Rm#_____

Days/Times for participation _____

The following outlines what you have agreed to and emphasize some specific protection for you, the student, their families, and their teachers.

Please read each point carefully, and if you have any questions, please feel free to ask the project staff for further clarification.

1. You have agreed to start volunteering on _____and continue to _____

2. The extent of your participation is IN THE CLASSROOM with students; it does not involve contact with parents or with students away from school.

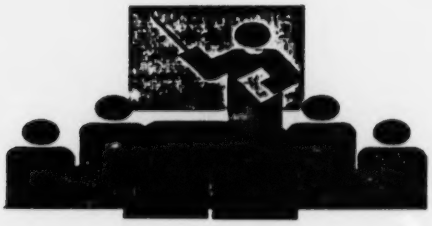
3. Should an emergency prevent you from attending, please call the school so office personnel can advise the teacher and students who are expecting you.

4. The staff wants this to be a positive learning experience for you and is interested in your needs, comments, and any concerns that arise. Please contact the on-site coordinator _____ immediately about all such matters.

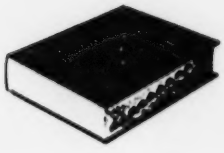
5. For safety reasons and record keeping, please sign in and out at the school in the place indicated.

6. In order to serve as a good role model for the children, please follow the school dress code (e.g., no halter tops, no short shorts etc.)

WELCOME !



INSERT SCHOOL NAME
AND ADDRESS
HERE



Thank you so much for your participation as a volunteer. We appreciate your service to our children.

YOU ARE ASSIGNED TO TEACHER _____

ROOM # _____, GRADE _____, DAY _____, TIME _____

Reminder: Please come regularly. If you must be absent, call the school and ask the staff to leave a message for the teacher.

LITTLE KIDS ARE WAITING FOR YOU!!

Thank you!

BEING AN EFFECTIVE VOLUNTEER

The overriding responsibility of a volunteer is to work toward understanding what is involved in helping a student who is having trouble adjusting to school and working with the teacher(s) to ensure appropriate action is taken. The following brief description is meant only to convey a sense of what this might involve.

Be Reliable

Schedule your volunteer hours for times that you are certain you can maintain. Plans will be made with students that are dependent on your presence; if you don't show up, it will be disruptive and harmful to student progress. If you will be late or cannot be there because of an emergency, it is essential that you inform the teacher at the earliest possible moment.

Become Part of the Team

You are joining a team. It is essential that you:

- *Create a positive impression*: the impression you create depends in part on how well you understand your impact and your ability to accentuate the positive and minimize the negative. You know what makes people like each other, and you know what upsets people and puts them on the defensive. Decide to be seen by *both* staff and students as a very positive and special resource and then act in ways that makes this happen.
- *Avoid premature conclusions and judgements*: you have your good and bad points. Teachers and students have their good and bad points. School programs have their good and bad points. Take time in arriving at conclusions and making judgments. You'll want to hear that you are doing a good job; teachers and students like to hear they are doing a good job. Share your appreciation of the positive things you see going on in the classroom, and avoid comments that can be seen as criticisms.
- *Develop a working relationship*: understand that what you do and how you do it affects the students you are to help, the teacher, and others working in the class. The expectation is that you will try to understand what has been planned, what is and isn't appropriate, and why some school rules have been made. Find some time to talk informally with and get acquainted with the teacher and other staff when the students aren't there.

Be a Learner

It's O.K. not to know. It's O.K. to make a mistake. Ask for help when you need it.

Be a Problem-Solver

When you're working with a student and a problem arises, sit down next to the student and talk with (not at) him/her and try to understand what the student is feeling and thinking and explore with the student ways to make things better. When you're not working with a student, find out what needs to be done if the teacher is busy, circulate and be observant. Watch for and anticipate problems so that you can help prevent them or at least deal with them quickly. There almost always is a student who could use some help.

BEGINNING THE ADULT/CHILD RELATIONSHIP

(Examples for Volunteering in Elementary Schools)

The following outline of suggested activities serves as a guide to planning the beginning of your relationship with children. Adult/student relationships in the school setting are very important and can be extremely helpful to students in learning that they can succeed in school, that it is a safe and happy place, and that they are understood and valued just as they are. Only when students feel good about themselves, know that the adults care about them, and that they will not be hurt or criticized, can they be free to try their best.

This is your objective in working with students - to give them your warmth and understanding, your confidence in them and your complete attention and concern. What you do, your techniques, are less important than your regard for each child. Share your plans with the teacher before you begin.

GET ACQUAINTED ACTIVITIES

These activities are designed to initiate the small group experience for students to enable you to observe their behavior in various activities. In this way, you will gain further knowledge about each student and his or her style of working and playing. Introductory activities with students frequently require that you assume the more active role and allow them to respond naturally and to take their time in relating. The activities are presented as suggestions and depending upon the availability of materials, numerous similar activities could be substituted.

1. Read or tell a story which would allow for some participation by the students or would be a kick-off for conversation.

2. Suggest to the students that they draw a picture of themselves or others and tell a story about the picture.

3. Develop conversation among the students, helping each student tell his or her name, names of brothers and sisters, about pets, or about what he or she likes most to do. The activity is designed to build an identity for each child in the eyes of the other students as well as in his or her own eyes. Encourage the students to listen to each other and ask questions.

PLANNING ACTIVITIES FOR INDIVIDUAL NEEDS

The Shy Child: Start with manual activities which don't require the child to talk, such as clay modeling, construction blocks, jig-saw puzzles, scissor work, school materials already mastered. Outdoor play could he solo work with play equipment with which the child feels able to cope. These activities are designed for "loosening up" the fearful child. Later activities will be directed toward increasing the child's participation with others. (This will be a very gradual process). Such activities as puppets, acting out stories in pantomime, imitating animal sounds, role playing child's own experience or observations, such as going to the store, going on a field trip, a visit with grandmother, etc.

The Very Active Child: Start with large muscle activities such as marching, skipping to music, foot races, use of playground equipment, action games. Indoor activities which require physical movement, such as making flannel board stories or acting out stories permit the active child to have energy release. Subsequent activities should be directed to moving the child toward more organized activities and increased verbal expressions, such as performance blocks, mural painting, puppetry, and role playing.

***The Angry Child*:** Start with activities that provide immediate personal gratification, such as easily accomplished tasks, solo activities like painting, crafts, tether ball. Give the child immediate recognition of accomplishments, including displaying work for others to admire. Since this child has difficulty with close interactions with others, plan activities which are non-competitive, such as helping a younger child accomplish a task. Move toward activities which require sharing and taking turns. Support these children in staying with the activity even when it is frustrating. You will probably need to take a very active part in doing the activity to help sustain effort.

***The Child Who Is Experiencing Difficulty Learning English*:** Start with activities which re-quire only simple instruction. Give instructions in English. Be alert to the child who does not understand the instructions. Help the children indicate to you when they don't understand. Then repeat the instructions in another way and use the child's first language when possible. As the children try to gain mastery of English it is important that they feel comfortable in asking for further information when they do not understand .

BUILDING RAPPORT AND CONNECTION

To be an effective helper you need to build a positive relationship around the tasks at hand.

PROBLEM: How to build a working relationship with a student, especially with shy or avoidant individuals

PROCESS: Necessary ingredients in building a working relationship are (a) taking time to make one to one connections, (b) increasing confidence in yourself and your skills, and (c) not losing sight of the purpose of the relationship.

With specific respect to *relationship building*, three things you can do are:

1. *Convey empathy and warmth* (e.g., the ability to understand and appreciate what the individual is thinking and feeling and to transmit a sense of liking)

2. *Convey genuine regard and respect* (e.g., the ability to transmit real interest and to interact in a way that enables the individual to maintain a feeling of integrity and personal control)

3. *Talk with, not at, the individual -- active listening and dialogue* (e.g. , being a good listener, not being judgmental, not prying, sharing your experiences as appropriate and needed)

WORKING AGAINST PRODUCING DEPENDENCY

- ***Principle***: The goal of all helping is to enable the individual to increase their sense of autonomy and independence (e.g., personal control and direction). This is best accomplished when students work for internal reasons and when feedback is provided in the form of information and confirmation rather than rewards, praise or punishment.

- ***Problem***: When a helping relationship is developed with a student, s/he may come to over rely on the helper, may only work when the helper is available, or may only work in order to please the helper.

- ***Process***: The necessary ingredients in minimizing dependency are (a) to maintain the student's focus on the internal reasons s/he has for working on the tasks at hand and (b) to use encouragement and avoid overuse of external reinforcers (including social reinforcement in the form of praise).

- With respect to minimizing dependency, five things you can do are:

  1. Provide only the degree of support and direction a student needs in order to work effectively

  2. Encourage rather than praise

  3. Help the student identify personal reasons for what they are doing

  4. Help the student to self-evaluate products and progress with reference to personal reasons for what they are doing (e.g., to tune in to his or her own sense of accomplishment and satisfaction rather than being overly concerned about whether you are pleased with the effort)

  5. Help the student identify when it is appropriate to seek support and direction and a wide range of ways to do so when it is appropriate

From: H.S. Adelman & L. Taylor (1986), *An Introduction to Learning Disabilities.* Glenview, IL: Scott, Foresman.

GETTING OFF TO A GOOD START & PROBLEM SOLVING

♦ **Understanding Your Initial Impact**

1. With the teacher and other adults: It's important to develop a positive relationship with the teacher and aids to become part of the staffing team.

2. With the children: It's important to be seen as a special resource, a helper, someone the children look forward to sharing their experiences with.

♦ **What To Do To Get Off To A Good Start**

1. *With the teacher and other adults:* Find time to let the teacher know you and what to expect from you. Find a time to talk informally with the teacher when children aren't there. Share your appreciation of what you have seen and avoid comments that might be perceived as critical.

2. With the children: Find the time and opportunity to sit down and get acquainted. Begin to appreciate who they are and what they're doing, showing how and praising good attempts helps build a relationship.

♦ **Observation as an Important Tool and Starting Place**

Understand the difference between describing what you see and making judgments about what it means (see next section).

♦ **Specifics for the First Day**

Observation is the first task and you can do this as a participant-observer. During the observation phase, be certain to assist the teacher as per expectation of role. If a child has been identified, begin building a working relationship. Look for strengths and see the child as a whole person.

♦ **Some Problems to Anticipate and How to Deal With Them**

Typical pitfalls that might be avoided:

1. Seeing things that worry you or make you feel uncomfortable
2. Feeling put on the spot and not knowing what to do
3. Feeling uncomfortable with your level of competence

Processes for problem-solving:

1. Keeping notes on information needed, problems identified to share with your supervisor (or onsite coordinator or teacher)
2. Requesting supervision when you need it and using it effectively

EXERCISE IN DIFFERENTIATING DESCRIPTIONS AND JUDGMENTS

It is easy to fall into the trap of arriving at premature judgements about those who are having problems. This exercise is meant to help you avoid such a trap.

Choose any specific aspect of what you see in the classroom (e.g., a specific activity, the physical environment). Naive observers often make the error of not separating their value judgments when describing what they have observed. Practice separating descriptions from judgements.

First, write down all your observations in the column labeled *Descriptions*. Then, read what you have written; look for words that are judgmental. For example, you may find a statement such as "The student is not paying attention to the lesson." Not paying attention is a judgement. The behavior observed probably was that the student was not doing an assigned task. In the column labeled *Judgements*, put a checkmark next to all statements that, on reflection, you see as a premature judgement,

Descriptions (In this column, write down what you see but try to avoid interpreting motivations and assigning value judgements)	***Judgements*** (In this column, you can make your interpretations and value judgements)

D. APPRECIATING AND EVALUATING

This section includes:

1. Certificate of Appreciation
2. Letter of Appreciation
3. Volunteer Evaluation of Program
4. Teacher Rating of Volunteer

VOLUNTEER APPRECIATION

For Participation
in the Early Assistance
for Students and Families Project

THIS CERTIFICATE IS AWARDED TO

IN RECOGNITION OF DEDICATED VOLUNTEER SERVICE AND UNSELFISH CONTRIBUTIONS TO THE WELFARE OF CHILDREN AT

INSERT SCHOOL NAME

RE: VOLUNTEER SERVICE PROVIDED IN
THE 1997-98 ACADEMIC YEAR

To Whom It May Concern:

_____ has successfully completed several months of volunteer work to provide support personnel to teachers by working with at-risk students. These students are vulnerable due to social, emotional, or developmental problems. Many are shy, withdrawn, unmotivated, overwhelmed or overly active. This volunteer's role has been to work with the teacher to identify such youngsters, analyze the problem and plan an intervention support system that will enable the child to succeed in the mainstream program.

In addition, this volunteer gave personal, one-to-one support and assistance to the vulnerable target children, helping them to develop self-esteem and positive feelings toward school.

This experience working with the classroom teacher and the special needs of high-risk youngsters has been of great value.

Sincerely,

Volunteer Evaluation Of Program

Volunteer Name _____ Date_____

Teacher or Staff_____ School_____

1. What aspect of you volunteer experience have been best for you?

2. What problem or concerns have occurred?

3. Rate your degree of satisfaction with this learning experience.

not at all	not Much	only a little	more than a little	quite a bit	very much
1	2	3	4	5	6

If you circled 1,2, or 3, please indicate briefly why this was so and offer any recommendations you may have so we can improve the program in the future.

Staff/Teacher Rating of Volunteer

As part of our ongoing effort to evaluate this volunteer program, it will help us to have the following basic information on each participating teacher.

Name of teacher/staff _____ Date _____

School_____ Grade or Position_____

Sex of teacher: ( ) Female ( ) Male

Race and/ or Ethnic origin of teacher:

( ) White (Not of Hispanic origin) ( ) Black (Not of Hispanic origin)
( ) Hispanic ( ) Asian / Pacific Islander
( ) American Indian/ Alaskan Native ( ) Filipino

Length of teaching experience at this grade level: _____

Have you taught at other grade levels? ( ) Yes ( ) No

If Yes, what grade and for how long?

_____

_____

Have you taught in any special programs (e.g., special ed.)? ( ) Yes ( ) NO

If yes, specify: _____

_____

Have you supervised volunteers previously? ( ) Yes ( ) No

Evaluation Of Volunteer

Volunteer's Name_____

Please indicate how much **effort** s/he put into helping students (e.g., does s/he work hard)?

Very little	a bit less than average	a bit more than average	well above average

Please indicate how much **ability** s/he appear to have for helping students (e.g., does s/he have necessary skills)?

Very little	a bit less than average	a bit more than average	well above average

Please indicate how **effective** s/he appears to be in helping students (e.g., does his/her presence seem to help)?

Very little	a bit less than average	a bit more than average	well above average

Other Comments:

BEST COPY AVAILABLE

IV. OTHER RESOURCES

A. SELECTED REFERENCES

[From *Volunteers in Public Schools.* B. Michael (Ed.) (1990). Washington, D.C.: National Academy Press]

Citizens and the schools: Partners in education.
American Association of School Administrators (AASA) (1984). Arlington, VA: AASA.

This booklet offers suggestions for citizens to become partners in education. It instructs them on how to get informed and involved. Those with a variety of skills and experiences may become volunteers and work in classrooms offering special help to children and assistance to teachers. Citizens can participate in school board meetings by serving on task forces, joining the parent/community organization, and getting other organizations involved.

Citizen volunteers: A growing resource for teachers and students.
W. Cuninggim (1980). *Teaching Exceptional Children, 12*, 108-112.

The author offers guidelines for utilizing volunteers in educating handicapped children. Several programs using volunteers are mentioned: the kindergarten screening project, listener program, primary classroom volunteers, and secondary school volunteers. The importance of teacher support is stressed. Steps for the teacher to follow for involving volunteers in the classroom are reviewed.

Handbook for principals and teachers: A collaborative approach to effective involvement of business/community volunteers at the school site.
J.A. Asche (1989). Alexandria, VA: National Association of Partners in Education.

This manual, developed under the joint sponsorship of the National Association of Partners in Education and the National Education Association, with cosponsorship by the American Federation of Teachers and the National Association of Elementary School Principals, is aimed at helping principals, teachers, an volunteers work together effectively in schools and classrooms.

Increase productivity with volunteers.
S.T. Gray (1984). *School Business Affairs, 50*, 18-36.

Advantages of volunteer programs including school business partnerships are described. Among them are lower costs, improving productivity, increasing student achievement, and expanding community support. Hints for successful implementations are offered.

Noble allies: Volunteers in the schools.
S. Halperin & D.W. Merenda (1986). Washington, D.C.: Council for Basic Education.

The need for and benefits of school volunteer programs are examined. The authors discuss the kinds of help citizen volunteers can offer, maintain that volunteers mean better schools, suggest new missions and new roles for volunteers, and point out that the business community's greatest contribution will come through activities that support not one but all schools.

Parent involvement in schools: A parent's view.
E. Ainsworth (1977). *Thrust for Educational Leadership,* 6(3), 6-8.

The parent's perspective on school volunteer programs is presented by an education consultant with the League of Women Voters and a concerned parent. Ainsworth offers a rundown of likely problems as a helpful warning to those who might expect a volunteer program to run smoothly on goodwill alone. On the district level, administrators are apt to ignore the help that volunteers have given, may have difficulty choosing members of advisory committees, must arrange training programs, and may encounter frustrations in the course of long-term projects. On the classroom level, teachers must learn to treat parents as coworkers, not rivals, and a coordinator must match volunteers' skills and personalities with needs. She offers suggestions and is convinced that parent volunteer programs do work, resulting in less alienation between the schools and the community.

People who need people -- the volunteer component.
J. Rauner (1985). *Momentum, 16,* 35-37.

The article explains steps in developing a volunteer program in a school. It also looks at trends in the number of volunteers, the competition for their services, volunteer expectations, and strength through networking.

A practical guide to creating and managing school/community partnerships.
D.W. Merenda, R.A. Lacey, & V. Robinson (Eds.) (1986). Alexandria, VA: National Association of Partners in Education.

The manual uses the 12-step process for program development, which sets forth a systematic approach to planning, implementing, and evaluating school volunteer programs the manual is the curriculum for training academies in which teams from schools are trained to develop programs responsive to local needs and instructional objectives. It includes worksheets and self-assessments to be completed by participants for each chapter and an extensive appendix of sample materials.

Using senior citizen volunteers in the schools.
J.M. Carney, J.E. Dobson, & R.L. Dobson (1987). *Journal of Humanistic Education and Development,* 25(3), 136-143.

A grandparents' program of senior citizen volunteers was designed to provide elementary school children access to caring, supportive senior citizens and to provide opportunities for older adults to engage in meaningful activities in a school setting. Results of a program evaluation support the value of the volunteer program for both children and adults.

Volunteers and vocational education.
D.S. Katz (1984). Information Series 271, National Center for Research in Vocational Education. Columbus: Ohio State University.

This report describes the benefits to vocational educators of involving volunteers in vocational programs and presents a model for planning and implementing a volunteer program. Guidelines are presented for monitoring program progress and evaluating the effects of the program. It includes a bibliography of related readings.

Volunteerism in education: Translating spirit into state action.
N.M. Cohen (1982). *Educational Horizons, 60*, 101-105.

Criteria for implementation of school volunteer programs include effective incentives, resources, and political and administrative feasibility. Alternatives for state action include maintaining current state policy, providing leadership by endorsement and mandate, and enacting legislation to provide incentives for volunteerism.

Volunteerism in Special Education through industry-education cooperation.
D. Clark & J. Hughes (1986). Buffalo, NY: National Academy for Industry-Education Cooperation.

This report describes activities and products of a 3-year project to prepare private sector volunteers to become actively involved in special education through a networking system of industry-education partnerships. The project conducted workshops and produced a training package that includes a program development handbook and an instructors's guide. The handbook describes the principles, advantages, processes, and techniques for involving industry volunteers in special education. It includes seven program planning steps and implementation guidelines for management orientation, community and public relations, recruitment of volunteers, performance monitoring, recognition and appreciation, and program evaluation. The guide also includes such information as position titles of target workshop participants, draft letters and brochures, a suggested workshop agenda, and evaluation forms.

Volunteer programs for secondary schools.
M.W. Lewis (1978). Palo Alto, CA: R&E Research Associates, Inc.

A handbook for teachers, administrators, volunteers, and especially volunteer coordinators, it describes the steps in program development; the responsibilities, resources, and rights of volunteers; and benefits to teachers and their concerns.

B. INTERNET RESOURCES, AGENCIES, ORGANIZATIONS, & CONSULTATION CADRE

The following is a list of sites on the World Wide Web that offer information and resources related to volunteers helping young people. This list is not a comprehensive list, but is meant to highlight some premier resources and serve as a beginning for your search. The Internet is a useful tool for finding some basic resources. For a start, try using a search engine such as Yahoo and typing in the words "volunteerism". Frequently, if you find one useful Webpage, it will have links to other organizations with similar topics of research.

Listed below are some Websites that contain information related to volunteerism:

America's Promise -- The Alliance for Youth

Address: http://www.citizenservice.org/
Phone: 1-800-365-0153

The Alliance for Youth is a multi-year, national campaign aimed at achieving goals outlined at the Presidents' Summit (on volunteerism). The primary goal of America's Promise is to ensure that our nation's young people have access to five fundamental resources: caring adults, a healthy start, safe and structured places, education for marketable skills, opportunities to serve. America's Promise will continue mobilizing national and local commitment from all sectors; it will track, monitor and publicly report progress toward the goals each year; it will carry out an extensive marketing and awareness effort to inspire new commitments and to promote the five fundamental resources.

CHALK

Address: http://www.virtualsummit.com/
Phone: (415) 771-2225

CHALK's mission is to fuel community initiatives that increase volunteerism in local public schools and the lives of kids. Founded in March 1996, CHALK's goal is to use Internet technology to motivate Americans to take an active role in their community's neighborhoods and schools in order to positively impact public education and the lives of children. For a sample of an Internet resource designed by CHALK, see CHALK's Virtual Summit on Children and Youth, an online gathering of thousands of people in the San Francisco area, at the above address.

Circle K International

Address: http://www.kiwanis/org/circlek/

Description: Circle K International is an organization devoted to involving college and university students in campus and community service while developing quality leaders and citizens. Circle K inspires people to better our world through its international membership of over 10,000 collegians on more than 500 college campuses in eight nations.

Volunteer for Children

Address: http://www.child.net/volunteer.htm

This website was created by the Streetcats Foundation and the National Children's Coalition in the spirit of the Presidents' Summit in Philadelphia in Spring, 1997, to help children and youth all across America in a call for volunteers to help kids..

Who Cares

Address: http://www.whocares.org/
Phone: 1-800-628-1692

Who Cares is a national quarterly journal devoted to community service and social activism. The goal is to inform readers through incisive, nonpartisan coverage of community service; inspire readers with profiles of young activists, volunteers, and entrepreneurs; and challenge readers to consider new ways of fixing society's problems.

RE: VOLUNTEERS FROM COLLEGES:

American Association of Community Colleges -- Service Learning.

Address: http://www.aacc.nche.edu/spcproj/service/service.htm
Phone: (202)728-0200, ext. 254.

This Website describes in detail steps community colleges can take to implement service learning programs.

Learn and Serve America

Address: http://www.cns.gov/learn.html
Phone: (202) 606-5000, ext. 136.

Learn and Serve America is a grants program that funds service-learning programs. Learn and Serve America has two components: (1) School and Community-based programs for elementary through high school-based service-learning programs (2) Higher Education programs for post secondary school-based service-learning programs.

National Service Learning Cooperative

Address: http://www.nicsl.coled.umn.edu/
Phone: 1-800-808-SERVe(7378)

The National Service Learning Cooperative is a collaboration of 14 partner organizations and universities nationwide. The initial goal of the NSLC is to assist K-12 Learn and Serve America funded programs and other educators and community agencies to develop and expand service-learning opportunities for all youth. This website contains the NSLC Clearinghouse, a central repository of information about service learning for K-12 youth. It includes a database of programs, organizations, people, events, and literature.

FROM THE "PROJECT AMERICA" WEB PAGE:
(http://project.org/handbook/index.html)

Volunteer Management 101: Tapping People's Talents

Tons of books have been written on effective volunteer management; however, they all come down to the same thing: Treat your volunteers as you would like to be treated. That may sound pretty obvious, but some people can forget the that basic rule when things start heating up.

Volunteers are like anyone else -- they want to be listened to, and they want to know their ideas count. As a project leader, ask your volunteers what they would like to contribute to your project. Find out what they think the project needs to be successful. And get their feedback after the service has been completed.

Managing Dos and Don'ts

The following tips for working with volunteers are based on suggestions in 101 Ways to Raise Resources by Sue Vineyard and Steve McCurley (Heritage Arts Publishing: 1807 Prairie Ave., Downers Grove, IL 60515).

1. Learn their names -- and use them. Name tags are always helpful.
2. Treat them as equal, vital members of your team.
3. Try to place them in a job which best suits their talents or experience.
4. Give them specific job descriptions.
5. Tell them where they fit in the overall project.
6. Be open with them about problems and challenges.
7. Don't try to spare them details -- they'll hear them anyway.
8. Don't make unrealistic demands on their time; if they said they can give you four hours, don't assume they can really give you eight.
9. Listen for lame excuses of why work isn't done. It may be a way of saying "get me out of this job." If that's the case, try assigning that person to a different task.
10. Give positive feedback when it is deserved.
11. Encourage humor.
12. Accept their different reasons for participating.

A PUBLISHING RESOURCE FOCUSING ON VOLUNTEERS

The Points of Light Foundation publishes materials and sponsors training institutes. Their materials may be interest to you. Their titles include:

1. *Enhancing the Volunteer Experience.*
   P.J. Ilsley

2. *The Volunteer Development Toolbox.*
   M. Mackenzie & G. Moore

3. *Volunteer Management: Mobilizing all the Resources of the Community.*
   S. McCurley & R. Lynch.

You may want to request a free copy of their catalog, **Volunteer Marketplace**, from:

The Points of Light Foundation:
Catalog Services
P.O. Box 79110
Baltimore, MD
21279-0110

Telephone: (800) 272-8306 or (703) 803-8171

CONSULTATION CADRE LIST

The Consultation Cadre consists of professionals, in urban and rural areas across the country, who have volunteered to network with others to share what they know. Some cadre members run programs, and many work directly with kids in a variety of settings and on a wide range of psychosocial problems; they include professionals working in schools, agencies, community organizations, clinics and health centers, teaching hospitals, and universities.

Someone asked how we screen cadre members. We don't! It's not our role to endorse anyone. We think it's wonderful that so many professionals want to help their colleagues, and our role is to provide a way for you all to connect with each other.

Our list of professionals is growing daily. Here are a few names as a beginning aid:

Central States

Kansas

Joyce Markendorf
School Health Consultant
Kansas State Dept of Health & Environment
900 S.W. Jackson
Topeka, KS 66612-1290
Phone: 913/296-1308
Fax:: 913/296-4166

Southeast

Kentucky

Daniel Clemons
Coordinator
Fairdale Youth Service Center
1001 Fairdale Road
Fairdale, KY 40118
Phone: 606/485-8866
Fax: 606/485-8761

Kentucky (cont.)

David Mawn
Project Coordinator
Iris: The Integrated Resources in Schools Initiative
Kentucky Dept of Human Resources
275 East Main Street
Frankfort, KY 40621
Phone: 502/564-7610
Fax:: 502/564-8389
Email:
dgmawn@mhrdmc.chr.state.ky.us

Southwest

Arizona

Candy George
School Social Worker
School Social Work Assoc. of AZ
P.O. Box 476
Tempe, AZ 85281
Phone: 602/257-3901

California

Sam Chan
Director
California School of Professional Psychology
1000 So. Fremont Ave.
Alhambra, CA 91803-1360
Phone: 818/284-2777
Fax:: 818/284-0550
Email: schan@mail.cspp.edu

California (cont.)

Lois Coleman-Lang
Coordinator of Health Services
Tracy Public Schools
315 East 11th Street
Tracy, CA 95376
Phone: 209/831-5036
Fax: 209/836-3689

Jody Kussin
Director of Children's Services
Verdego Mental Health Center
1530 E Colorado St.
Glendale, CA 91205
Phone: 818/244-0222
Fax: 818/243-5413

Michael Pines
Consultant
Division of Career & Family Services
L A County Office of Ed.
9300 Imperial Highway
Downey, CA 90242-2890
Phone: 310/940-1683
Fax: 310/940-1877
Email: pines_michael@lacoe.edu

Marcel Soriano
Associate Professor
Division of Administration & Counseling
California State University, Los Angeles
5151 State University Drive
Los Angeles, CA 90032-8141
Phone: 213/343-4381
Fax: 213/343-4252
Email: msorian@calstatela.edu

Evelyn Toliver
Career Ed. Job Developer
Los Angles County Office of Education
635 ½ South Detroit Street
Los Angeles, CA 90036
Phone: 213/935-6934
Fax: 213/935-6032
Email: etoliver@lalc.k12.ca.us

Colorado

William Bane
Program Administrator
Colorado Department of Human Services
Mental Health Services
3520 W. Oxford Avenue
Denver, CO 80236
Phone: 303/762-4076
Fax: 303/762-4373

Kathie Jackson
Consultant
Colorado Department of Education
201 East Calfax
Denver, CO 80203
Phone: 303/866-6869
Fax: 303/866-6785
Email: jackson_k@cde.state.co.us

Hawaii

Harvey Lee
Program Specialist
Pacific Region Educational Laboratory
828 Fort Street Mall, Suite 500
Honolulu, HI 96813-4321
Phone: 808/533-7599

IV. OTHER RESOURCES, cont.

C. EXAMPLES OF MODEL PROGRAMS

Model programs from three major U.S. cities are described below:

1. San Francisco, California

The San Francisco School Volunteers Program is an independent, non-profit agency that recruits, screens, trains, and places volunteers in the San Francisco Unified School District. The program has been in operation for over 32 years. Volunteers are recruited to meet the unique needs of each school -- needs ranging from tutorial help in math and reading to assistance with learning disabled children to the development of art and music enrichment activities. Although parents constitute the largest source, senior citizens, university students, and business people also provide volunteer services. A recent report showed operation of 9 programs and 2,700 volunteers, serving some 63,000 students and 2,100 teachers in all 109 of the city's schools. Evaluations of the volunteer programs show substantial improvements in elementary reading scores, high school foreign-language scores, and noticeable gains in student problem-solving ability in mathematics, writing, and English.

Contact: Sandra Treacy, Executive Director; Address: San Francisco USD, San Francisco School Volunteers, 65 Battery Street, 3rd Floor, San Francisco, CA 94111; Phone: (415) 274-0250; Fax: (415) 399-0763; http: //www.sfusd.k12.ca.us/SFSV/staff.html

2. Tulsa, Oklahoma

Volunteerism is a vital component in the Tulsa school system. Between 3,900 and 4,000 volunteers work in the public schools, contributing approximately 169,000 hours of service in a variety of capacities ranging from direct involvement in the instructional process to clerical support for teachers and administrative staff. One volunteer program, in particular, has received much attention: the Adopt-A-School Program, sponsored by the Tulsa Board of Education and the Metropolitan Tulsa Chamber of Commerce. The Adopt-A-School Program encourages companies and organizations to release teams of employees for three hours per week in order to take an active role in helping youth (e.g., by speaking to youth about issues relevant to their age group, as well as educational and career opportunities).

Contact: Reba Luton, Volunteer Specialist; Address: Tulsa Public Schools, 3027 South New Haven, Tulsa, Oklohoma, 74147-0208-0208; Phone: (918) 746-6330; Fax: (918) 746-6407

3. Washington, D.C.

Volunteerism has become an integral aspect of the educational system in Washington, D.C. where 23,000 volunteers gave 5 million hours of time, worth $25 million. In addition, every one of the city's 200 schools and programs received some kind of volunteer service. Fifty-one percent of volunteers serve in elementary schools, 20 percent in middle and junior high schools, 10 percent in high schools, 13 percent in adult education, 12 percent in special education, and 4 percent in community schools. Volunteer efforts target four main areas: support to instruction, which includes tutoring and classroom assistance (53 percent); extension services, defined as additions to counseling or administrative functions (17 percent); enrichment activities in the form of extracurricular lea-learning experiences (21 percent); and advisory and advocacy activities (9 percent). The Volunteer Services and Training Branch plays an instrumental role in recruitment, program development, volunteer training, staff development, and volunteer appreciation. The branch provides guest speakers for schools or community groups and materials to support tutorial instruction and related efforts. Schools are also encouraged to recruit their own volunteers, and a coordinator (e.g., a teacher or assistant principal) is appointed for each building by the principal.

Contact: Margaret Singleton; address: Volunteers and Partners, Washington D.C. Public Schools; 415 12th St. NW, Room #900; Washington, D.C. 20004; phone: (202) 724-4400; fax: (202) 724-8810; email: singleton_m@mercury.k12.dc.us

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IV. OTHER RESOURCES, cont.

D. A SAMPLE ERIC DIGEST

ERIC Digest are brief research syntheses available at libraries, over the internet or by contacting ERIC. For more information about ERIC and ERIC Digest, check their Website at http://ericir.syr.edu/

Senior Citizens as School Volunteers: New Resources for the Future

Introduction

As the National School Volunteer Program (1986) points out, a generation ago the term "school volunteer" meant parent volunteer. Today, school volunteers come from many sources and provide a wide range of services at the primary as well as the secondary levels. While the need for school volunteers has grown, the supply has shrunk because mothers, the major source of traditional school volunteers, have increasingly taken jobs outside the home. Armengol (1992) reports that more and more schools are discovering the wealth of experience and expertise available in their communities' senior populations.

Senior citizens have discovered that volunteering offers an avenue for exercising skills and talents gained through a lifetime of experience (American Association of Retired Persons, 1992). Over 41% of Americans 60 years and older performed some form of volunteer work in 1988, and volunteered an average of 64 days a year (Gallup, 1992). The United States today has more healthy, well-educated, independent, and retired senior citizens than the rest of the world. Between 1900 and 1983, the percentage of the U.S. population aged 65 and above almost tripled (from 4.1% to 11.7%) while the number increased more than eight times (from 3.1 to 27.4 million) (National School Volunteer Program NSVP, 1986). Census Bureau projections indicate persons 65 and older will account for 13% of the population by the turn of the century and by 2030 there will be about 65 million older persons; constituting about 20% of the population.

This Digest highlights the value and importance of involving older volunteers in a school program as well as provides program development strategies.

Benefits to Schools and Seniors

The increasingly expanding older population has a major impact on school districts caught between spiraling costs, declining revenues, and expanding student/faculty need. Attempts to increase school budgets in some districts have gone down to defeat, largely because this older segment of the population often sees no reason to support a system it no longer needs and from which it derives no perceived benefits (Armengol, 1992).

In schools across the country, teachers are bringing older volunteers into their classrooms and winning support for school district activities among senior citizens. The Age Link Project, an intergenerational child-care program for school-age children provides after-school services linking children with volunteer older adults in North Carolina (Crites, 1990). The Senior Motivators in Learning and Educational Services (SMILES) program in Salt Lake City recruits and trains older adults and places them in district schools to help with such activities as story sports. Many SMILES volunteers work in resource rooms with special education students sports. Many SMILES volunteers work in (Salt Lake City School District, 1992).

Older volunteers can enliven a classroom by offering new and unique perspectives to

traditional topics. Experts in crafts and professions share their skills and experiences, and, at the same time, benefit from intergenerational contact with students. An intergenerational program can also fill a personal gap left by the decline of the extended family. According to Armengol (1992) the American family is less enriched now that grandparents are not as likely to be members of a child's household. Senior volunteers often serve as surrogate grandparents. In addition, intergenerational programs can help dispel negative stereotypes that youth and older adults may have about each other (Matters, 1990).

Program Development

Primary responsibility for the development and management of an effective volunteer program rests with the principal or a designated volunteer coordinator. Too often, however, well- meaning administrators impose volunteers on teachers, who feel the burden of yet another task assigned to them. Involving teachers early in the process and at appropriate stages, will help relieve that burden.

Angelis (1990) outlines seven steps to follow in developing a successful intergenerational program: (1) needs assessment, (2) job description, (3) recruitment, (4) screening, (5) orientation and training, (6) recognition, and (7) evaluation.

Needs Assessment. The first step in program development is defining clearly what is to be accomplished and determining student needs. Writing simple goals helps develop a clearer picture of what the program will do and what steps are necessary to make it happen. Key administrators and other decision makers, whose influence and support can make the program successful, should be identified, informed of the project, and involved as much as possible in order to build institutional support.

Job Description. Expected results from the activity must be established and information utilized to make a list of specific tasks volunteers are to perform. A job description tells volunteers the purpose of the program, what skills are necessary, how much time they must commit, and what is expected of them.

Recruitment. Those experienced in recruiting volunteers indicate the best method is simply to ask for them. The best technique is personal contact either by telephone or a casual query in conversation. Potential volunteers will usually accept if they are approached by people they know. Examples of contact opportunities include adult education programs at community colleges, retiree organizations, social clubs, and library groups. In a 1988 study of volunteerism in the United States conducted by the Gallup organization, three-fourths of respondents indicated they did not refuse to volunteer when asked. (Gallup, 1988).

Screening. A screening interview will provide an opportunity to evaluate a potential volunteer's background and suitability for the position. After extending a warm welcome and commending candidates for their interest in education, questions should be asked about their special training, education, skills, hobbies, interests, other volunteer experiences, membership in organizations, and, the specific age of students with which they prefer to work. Health, physical limitations, and attitudes towards students should also be ascertained.

Orientation and Training. Orientation sessions should be scheduled throughout the year (Fredericks & Rasinski, 1990). Before a volunteer comes to a classroom for the first time, the teacher should discuss the program with the students. Older volunteers need time to learn how things are done in a new and unfamiliar environment, therefore, it is helpful to supplement the orientation with written materials, tours of the classroom and surrounding areas, and introductions to other teachers and the principal. Preparation of a welcoming event prepared by students will give the volunteers an opportunity to get acquainted.

Recognition. One of the most critical aspects of developing a strong volunteer program is to recognize the importance of volunteers both in private and in public. The volunteer experience carries many rewards, including social contact and feelings of involvement and importance. In many cases, these feelings alone are enough to keep volunteers motivated. Nevertheless, periodic recognition of volunteer efforts is a critical step in maintaining a program.

Evaluation. The success of any volunteer program is gauged with an evaluation of whether the goals and objectives of the program have been

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achieved. Ideally, these goals and objectives should be cooperatively established by teachers, volunteers, and administrators. As part of this process, teachers need to acknowledge what is going well, what is not going well and, what should be done differently. Positive points should be emphasized, but any problems must also be addressed. Opinions of volunteers, who may have ideas that could make the program more effective, should be sought.

Special Issues

Transportation. Lack of good transportation prevents some older volunteers from participating and keeps others from volunteering as often as they would like. Some report that the cost of bus fare plus lunch is more than their limited incomes will allow. Several programs provide mileage costs, give bus fare to volunteers over 60, use school buses, or find transportation from younger volunteers.

Lunches. Principals can sometimes offer lunches to all older school volunteers who are on duty at lunchtime; sometimes the PTA can offer to cover the cost.

Liability Insurance. Some states have laws that provide the same insurance coverage for volunteers as for teachers and other school employees. Some school districts have secured the same arrangement from their insurance companies.

TB Tests. Some school programs make it easier for volunteers to get required tuberculin skin tests by arranging for the community's public health department to do the testing at several schools on different days early in the fall (NSVP, 1986).

Resources

The American Association of Retired Persons (1992) lists the following organizations and volunteer clearinghouses that can help locate suitable volunteers:

The American Association of Retired Persons (AARP) Volunteer Talent Bank was created to help people 50 years of age and older who are interested in volunteering. AARP Volunteer Talent Bank, 601 E Street, N.W., B3-440, Washington, DC 20049.

The Area Agency on Aging is the community focal point for many services for older people and often can help find and place older volunteers. Look in the telephone directory under government listings or contact the Agency on Aging in the state capital.

Family Support Centers at Military Installations offer varied volunteer opportunities.

The Retired Senior Volunteer Program (RSVP) has over 750 local offices. If RSVP is not in the telephone directory, write to RSVP, ACTION Agency, 1100 Vermont Avenue, N.W., Washington, DC 20525.

References

References identified with an EJ or ED number have been abstracted and are in the ERIC database. Journal articles (EJ) should be available at most research libraries; documents (ED) are available in ERIC microfiche collections at more than 700 locations. Documents can also be ordered through the ERIC Document Reproduction Service: (800) 443-ERIC.

American Association of Retired Persons (AARP). (1992). To serve, not to be served: A manual of opportunity and a challenge. Washington, DC: Author.

Angelis, J. (1990, January-February). Bringing old and young together. Vocational Education Journal, 65(1), 19, 21. EJ 401 909

Armengol, R. (1992, February). Getting older and getting better. Phi Delta Kappan, 73(6), 467-70. EJ 439 297

Crites, M.; Dillard, L.; Sumpter, G.R. (1990). The Agelink Project replication manual: An intergenerational school-age childcare program. Washington, DC: Administration on Aging (DHHS). ED 349 095

Fredericks, A. D., & Rasinski, T.V. (1990, March). Working with parents: lending a (reading) hand. The Reading Teacher, 43(7), 520-521. EJ 406 792.

Gallup, A.M. (1992). Giving and volunteering in the United States. Washington, DC: Independent Sector.

Matters, L. (1990). Intergenerational relations: Older adults and youth. Columbia, MO: Center on

Rural Elderly. ED 349 138

National School Volunteer Program, Inc. (1986). Guidelines for involving older school volunteers. Alexandria, VA: Author.

Salt Lake City School District. (1992). SMILES (Senior Motivators in Learning and Educational Services). Unpublished Manuscript. ED 346 983

This publication was prepared with funding from the Office of Education Research and Improvement, U.S. Department of Education, under contract number RR93002015. The opinions expressed in this report do not necessarily reflect the positions or policies of OERI or the Department.

Title: Senior Citizens as School Volunteers: New Resources for the Future. ERIC Digest.
Author: Lipson, Lois Document Identifier: ERIC Document Reproduction Service No. ED369774
Publication Year: May 1994

Note: The content of this digest was developed by Dr. Jean Lokerson, DLD President 1991-92; Associate Professor, LD Program, School of Education, Virginia Commonwealth University, Richmond, VA .
The material identified by page numbers was adapted with permission from "Understanding Learning Disabilities: A Parent Guide and Workbook." (2nd ed). The Learning Disabilities Council, P.O. Box 8451, Richmond, VA 23226

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We hope you found this to be a useful resource. There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories.

CLEARINGHOUSE CATEGORIES

Systemic Concerns

- Policy issues related to mental health in schools
- Mechanisms and procedures for program/service coordination
  - Collaborative Teams
  - School-community service linkages
  - Cross disciplinary training and interprofessional education
- Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
- Issues related to working in rural, urban, and suburban areas
- Restructuring school support service
  - Systemic change strategies
  - Involving stakeholders in decisions
  - Staffing patterns
  - Financing
  - Evaluation, Quality Assurance
  - Legal Issues
- Professional standards
- Other System Topics: _____

Programs and Process Concerns:

- Clustering activities into a cohesive, programmatic approach
  - Support for transitions
  - Mental health education to enhance healthy development & prevent problems
  - Parent/home involvement
  - Enhancing classrooms to reduce referrals (including prereferral interventions)
  - Use of volunteers/trainees
  - Outreach to community
  - Crisis response
  - Crisis and violence prevention (including safe schools)
- Staff capacity building & support
  - Cultural competence
  - Minimizing burnout
- Interventions for student and family assistance
  - Screening/Assessment
  - Enhancing triage & ref. processes
  - Least Intervention Needed
  - Short-term student counseling
  - Family counseling and support
  - Case monitoring/management
  - Confidentiality
  - Record keeping and reporting
  - School-based Clinics
- Other program and process concerns: _____

Psychosocial Problems

- Drug/alcoh. abuse
- Depression/suicide
- Grief
- Dropout prevention
- Learning Problems
- Pregnancy prevention/support
- Eating problems (anorexia, bulim.)
- Physical/Sexual Abuse
- Neglect
- Gangs
- Self-esteem
- Relationship problems
- Anxiety
- Disabilities
- Gender and sexuality
- Reactions to chronic illness
- School Adjustment (including newcomer acculturation)
- Other Psychosocial problems: _____